



## BAPTIST HILL HIGH

5117 Baptist Hill Road  
Hollywood, SC 29449

<b>Grades</b>	7-12 High School	
<b>Enrollment</b>	414 Students	
<b>Principal</b>	Adrian Busch	843-889-2276
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>At-Risk</b>
2010	Average	At-Risk
2009	Average	Excellent
2008	Average	Excellent
2007	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
1	2	7	6	8

\* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	72.7%	67.0%	52.8%	55.4%	57.4%	56.9%
Passed 1 subtest (%)	14.8%	16.5%	20.8%	21.2%	19.3%	22.7%
Passed no subtests (%)	12.5%	16.5%	26.4%	27.1%	26.9%	23.2%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	88.4%	79.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	120	90	105	91
Number of Graduates in Cohort	78	62	66	59
Rate	65.0%	68.9%	57.0%	60.8%

\*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	120	N/A	104
Number of Graduates in Cohort	N/A	78	N/A	66
Rate	N/A	65.0%	N/A	59.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	93.3%	53.2%
English 1	80.7%	47.5%
Biology 1/Applied Biology 2	33.3%	38.5%
Physical Science	28.6%	36.5%
US History and the Constitution	43.5%	23.1%
All Tests	59.9%	38.0%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=414)</b>				
Retention rate	3.2%	Down from 3.6%	3.6%	3.4%
Attendance rate	92.6%	Down from 94.1%	94.5%	95.0%
Served by gifted and talented program	3.4%	Down from 3.5%	3.5%	12.4%
With disabilities other than speech	10.5%	Down from 13.2%	13.0%	9.9%
Older than usual for grade	7.1%	Down from 13.5%	10.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.0%	Down from 10.8%	1.9%	0.9%
Enrolled in AP/IB programs	14.9%	Up from 0.0%	2.6%	13.0%
Successful on AP/IB exams	N/A	N/A	N/A	51.7%
Eligible for LIFE Scholarship	28.8%	Up from 13.6%	25.3%	30.1%
Annual dropout rate	2.5%	Up from 2.4%	1.8%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.8%	2.9%
Enrollment in career/technology courses	214	Down from 282	152	419
Students participating in work-based experiences	0.0%	Down from 13.9%	0.0%	7.2%
Career/technology students attaining technical skills	72.4%	Down from 73.4%	83.2%	83.0%
Career/technology completers placed	94.6%	Down from 97.5%	96.6%	98.4%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	40.7%	Up from 35.1%	60.0%	61.1%
Continuing contract teachers	51.9%	Up from 35.1%	65.8%	80.6%
Teachers returning from previous year	83.0%	Up from 80.0%	75.8%	86.5%
Teacher attendance rate	96.8%	Down from 97.4%	95.2%	95.5%
Average teacher salary*	\$38,927	Down 4.1%	\$43,317	\$46,884
Professional development days/teacher	8.0 days	Down from 9.4 days	9.7 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	2.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 14.5 to 1	19.7 to 1	26.5 to 1
Prime instructional time	89.3%	Down from 91.1%	89.0%	89.3%
Dollars spent per pupil**	\$13,136	Up 0.4%	\$10,643	\$7,804
Percent of expenditures for teacher salaries**	56.4%	Up from 50.6%	55.8%	58.0%
Percent of expenditures for instruction**	58.3%	Up from 55.0%	59.0%	60.6%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	17.8%	Down from 78.7%	99.2%	97.3%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	69	88.4%	252	59.9%	120	65.0%	No
<b>Gender</b>							
Male	28	75.0%	139	60.4%	69	59.4%	N/A
Female	41	97.6%	110	59.1%	51	72.5%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	66	89.4%	232	59.9%	113	66.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	20	10.0%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	59	88.1%	231	58.9%	100	63.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Baptist Hill High School's administration, faculty, and staff continue to work collaboratively with parents and the community to implement and improve programs that will ensure student success. Our students' test scores are steadily improving, and our 2010 state report card absolute rating was average for the third time.

Our 9th Grade Academy continues to assist our freshmen in adjusting to the rigors of high school by grouping them in a small learning community with single-gender classes. All ninth grade students were enrolled in Freshman Seminar, which provided instruction in study skills, character development, and career exploration and provided support for the transition to high school.

We have expanded intervention strategies for students who struggle academically and will continue to offer additional academic support through our HSAP lab, afterschool programs, and extended learning opportunities. Assistance in these programs was tailored to students' individual needs based on data from MAP tests and other data sources. Our extended learning sessions provided small group instruction in HSAP, PASS, and End of Course test preparation, SAT preparation, and college and career exploration.

Team planning time was provided during the school day to allow teachers to study and collaborate as members of professional learning communities. Professional development for teachers focused on strategies for active learning, differentiated instruction, and reading across the curriculum. With the assistance of the administrative team, teachers engaged in frequent data analysis and collaborative instructional planning.

While we are proud of our accomplishments, we realize that there are still many challenges we must meet. We continue to seek solutions to the barriers that are slowing our progress. We will continue our efforts to improve our graduation rate, longitudinal exit exam passage rate, SAT scores, and our students' performance on state assessments. We must improve the reading levels of our students, increase parent involvement, reduce the dropout rate, and recruit and retain highly qualified teachers. We are confident that, together, we can face these challenges and implement strategies that will ensure academic success for our students.

Adrian D. Busch, Principal  
Herbert Singleton, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	62	61
Percent satisfied with learning environment	71.4%	82.3%	78.7%
Percent satisfied with social and physical environment	90.5%	83.9%	80.3%
Percent satisfied with school-home relations	25.0%	77.4%	76.7%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.2%	0.0%	No

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	76	92.1	31.3	47.8	17.9	3.0	26.9	71.8	68.0	No	Yes
Male	42	90.5	42.9	45.7	11.4	N/A	14.3	67.8	63.1	N/A	N/A
Female	34	94.1	18.8	50.0	25.0	6.3	40.6	75.6	73.1	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	90.7	79.4	I/S	I/S
African American	70	91.4	29.0	50.0	17.7	3.2	27.4	51.9	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	89.7	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.3	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	13	100.0	66.7	33.3	N/A	N/A	N/A	27.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	53.4	45.1	I/S	I/S
Subsidized meals	71	93.0	31.7	47.6	17.5	3.2	27.0	53.1	54.7	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	76	90.8	37.3	38.8	19.4	4.5	41.8	64.8	62.3	No	Yes
Male	42	88.1	45.7	34.3	14.3	5.7	34.3	64.7	61.4	N/A	N/A
Female	34	94.1	28.1	43.8	25.0	3.1	50.0	64.9	63.2	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	85.9	75.3	I/S	I/S
African American	70	90.0	37.1	41.9	17.7	3.2	40.3	42.1	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.3	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	64.3	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	13	100.0	83.3	16.7	N/A	N/A	N/A	26.9	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	55.2	47.1	I/S	I/S
Subsidized meals	71	91.5	38.1	39.7	19.0	3.2	41.3	43.7	48.5	No	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	76	88.2	74.6	14.9	7.5	3.0	10.4	N/A	N/A	N/A	N/A
Male	42	85.7	72.2	13.9	8.3	5.6	13.9	N/A	N/A	N/A	N/A
Female	34	91.2	77.4	16.1	6.5	N/A	N/A	N/A	N/A	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	70	88.6	75.8	14.5	8.1	1.6	9.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	13	92.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	71	87.3	75.8	14.5	8.1	1.6	9.7	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	96	94.8	28.9	41.1	17.8	12.2	40.0	69.8	65.9
	2011	76	92.1	31.3	47.8	17.9	3.0	26.9	71.8	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	96	94.8	20.0	40.0	28.9	11.1	54.4	64.2	62.3
	2011	76	90.8	37.3	38.8	19.4	4.5	41.8	64.8	62.3

\* Adjusted to account for natural variation in performance.